DOCUMENT RESUME

ED 196 521 PS 011 792

AUTHOR Adams, Diane B.
TITLE Family Day Care. Curriculum and Instruction 481.
INSTITUTION Wisconsin Univ., Madison, Univ. Extension.
PUB DATE 78
NOTE 70p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administration: *Adults: *Child Caregivers: Child Development: Extension Education: *Family Day Care: Health: Independent Study: Nutrition: Record Keeping: Resources: Safety: Study Guides: *Training

ABSTRACT

This study guide, used in association with the "Family Day Care Handbook" (1974), provides an independent study course for baby-sitters and others who want to acquire the knowledge and skills needed to become certified as family day care providers. Each of the six units in the guide consists of introductory reading material, assigned reading in the text, study notes, self-test questions, and a written assignment. Introductory reading material in Unit I provides background information concerning family day care: defines kinds of child care: discusses licensing, registration, certification, and approval regulations: and briefly explores the kind of training and preparation needed to provide quality care for children. Unit II focuses on child growth and development and differentiates between custodial and developmental care. Health and safety, including immunizations, accidents, poison prevention, and fire safety, are discussed in Unit III. Discussions of nutrients, digestive processes, and malnutrition caused by overeating and famine are offered in Unit IV. The history of family day care is reviewed in Unit V. In the sixth and concluding unit, guidelines for management and record keeping activities as well as a discussion of community and individual resources are provided. A key to self-test questions, examination directions, a final examination request form and additional related course materials are included in the study guide. (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED196521

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Curriculum and Instruction 481

FAMILY DAY CARE

A College Course . . . 1 Credit

By Diane B. Adams
Assistant Director, Community Coordinated
Child Care in Dane County, Inc.
Madison, Wisconsin

Cooperating in the development of this course were the University of Wisconsin campuses at Superior and River Falls.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Diane B. Adams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS011792

University of Wisconsin—Extension
INDEPENDENT STUDY

© 1978 by the Regents of the University of Wisconsin System
All Rights Reserved

Produced by University of Wisconsin—Extension
Manufactured in the United States of America

University of Wisconsin—Extension does not discriminate on the basis of race, color, sex, religion, national origin, age, or handicap in its educational admissions, programming, or employment in accordance with all regulations prevailing upon the institution as an employer, a contractor, and a deliverer of service through federal and state funding. Direct policy inquiries to the EO Office, 432 N. Lake Street, Madison, Wisconsin 53706.

CONTENTS

INTRODUCTION / 1

I The Task of Being a Family Day Care Provider / 4

II Child Growth and Development / 13

III Health and Safety / 21

MIDCOURSE EXAMINATION / 30

IV Nutrition / 31

V Putting It All Together: Caring for a Child / 38

VI Organization and Record Keeping / 45

APPENDIX A: Licensing Agencies / 58

APPENDIX B: Community Resources / 59

KEY TO SELF-TEST QUESTIONS / 60

FINAL EXAMINATION AND CREDITS / 61

INTRODUCTION

Finding child care can be a problem for parents. They may use a neighbor or friend or a day care center. Parents often use a *family day care provider*. Sometimes these providers are called *baby-sitters*. This Independent Study course gives basic facts about the skills you need to become a family day care provider. These skills will help you give quality child care. The course will also help you learn about all kinds of child care. It will focus on the *special* nature of family day care.

You may take this course to become certified by an agency, or to become approved. If you want to be certified, be sure to check with the certifier in advance.

Required Textbook

The required text for this course is the *Family Day Care Handbook*, 1974, prepared by Community Coordinated Child Care in Dane County, Inc. It may be purchased from University of Wisconsin—Extension. When ordering, please enclose a check or money order payable to University of Wisconsin—Extension.

How to Do the Work in the Course

The book you are reading is the Study Guide for this course. It takes the place of a classroom instructor.

Each unit in the Study Guide consists of introductory reading material, assigned reading in your text, study notes, self-test questions, and a written assignment. You are to follow the order in which sections are presented in each unit, starting at the beginning and working through to the end of the unit.

Self-Tests. Three types of questions are used in the self-tests in this course—short-answer, multiple-choice, and true-false. The Key to Self-Test

Questions at the back of this Study Guide indicates the correct answer to each multiple-choice or true-false question. It also refers you to the page in the text or Study Guide where the answer can be found. Only the page reference is given for short-answer questions. You may check your own answers. *Do not send in your answers.* If you have answered a question incorrectly, review all the material that relates to it. If you are still in doubt about an answer, ask the instructor for help when you mail in your written assignment.

Written Assignments.

1. Answer the questions in your written assignments in the order listed, and give each answer the same number as the question to which it relates. Do not bother to copy the questions. Try to give as complete answers as possible. You will not lose points for incorrect spelling, but you are definitely encouraged to spell correctly. Your answers will be graded on the basis of their quality rather than length. Do your own thinking, and express your ideas in your own language. Use any kind of 8½ x 11-inch (regular-sized) paper.
2. Mail your written assignment to University of Wisconsin—Extension as soon as you complete it, using one of the printed envelopes provided. Then, begin the next assignment without waiting for the return of the one you just mailed. It will be returned shortly.
3. Ask questions. Your instructor is interested in your progress through the units. If anything in the assigned reading, the study notes, or returned assignment comments is not clear, ask for an explanation. Write to your instructor, giving the course number, the assignment number, and the number of the page or question you have in mind.

Examinations

You are required to take a midcourse examination and a final examination in this course. The final examination covers the whole course. The midcourse examination is to be taken after Unit III and the final at the end of the whole course. Directions for the midcourse exam are given after Unit III and for the final exam at the end of this Study Guide.

Grading

You will receive a letter grade on each written assignment and examination. In computing your course grade, the weighted average of written assignment grades will count 75 percent, the midcourse examination grade about 10 percent, and the final examination grade about 15 percent.

The following letter grades will be used: A (93-100) Excellent; B (85-92) Good; C (77-84) Fair; D (70-76) Poor; F (below 70) Unsatisfactory.

The following people helped to prepare this course for family day care providers: (a) the first family day care providers who took the course gave their ideas; (b) the certifiers from the Dane County Department of Health and Social Services read the materials; and (c) staff members from Community Coordinated Child Care in Dane County did typing and proofreading, and gave their suggestions. Without their help, the course would not have been developed.

Note that we have tried to use the words *family day care provider* in this Study Guide. Many people use these words because it shows the job's proper importance. The tasks are the same no matter what term you use for this work.

Learning more about the job of caring for children may not help change community ideas. For many, baby-sitters mean those people who stay home with their own children and take in a few other playmates. They do not understand that the care of young children is a special task. Family day care is not new. The idea that providers are skilled in giving care *is* new. At the end of this course you will be able to tell what your job is by saying, "I'm a family day care provider."

Unit 1

THE TASK OF BEING A FAMILY DAY CARE PROVIDER

The care and early education of young children has been a major public issue during the past several years in this country. The following groups have tried to identify what is needed in any form of child care: child care teachers, parents from all income levels, educators at many colleges and universities, and government officials who help decide on state or federal policies. There is a debate over what exactly is the best kind of child care. Most people agree that child care should provide ways for children to develop physically, mentally, socially, and emotionally.

We are at a time when nearly half of all mothers of preschool children are employed outside the home. The rate of employed mothers of infants (under age three) is growing at the same fast pace. Often this employment does not require an outside child care provider, as in the case of two parents who work alternating shifts. But for millions of American children, child care is provided by someone other than parents or relatives.

Often the only kind of care known by legislators who make policy decisions is that given by a *day care center*. Group child care is provided for up to twelve hours per day in all kinds of buildings. Churches, community centers, businesses, storefronts, and houses are used as day care centers. There is great concern that these facilities meet basic standards for space, cleanliness and adult-to-child ratios so that the well-being of children is assured. We have seen a big growth in the numbers of day care centers with well-staffed and well-equipped programs.

Despite this growth in day care centers, the most widely used kind of child care is still *family day care*. There are about 6 million children under age 6 whose parents are employed, and only about 1 million places in day care

centers. The rest of the children are cared for by individuals either in the child's home or in the caregiver's home.

Who are these family day care providers? They may be

- parents themselves, who decide to stay at home with their own young children while giving care to one or two other children;
- people who have provided child care for hundreds of children in their community over a span of many years;
- professionals who may have taken training in child development as well as child health and nutrition.

In any community these three types of providers probably depend on one parent telling another parent about their services. Central listings of all family day care providers are rare.

Becoming a well-trained, competent professional in any field is not an easy task. Just because one has had practical knowledge and day-to-day experience does not mean the job is meaningful and a source of satisfaction. For work to have the greatest sense of pride and accomplishment, it must be viewed as important by both the worker *and* others. Family day care has been a difficult job that is often underpaid and not honored by the society at large.

It does offer many personal satisfactions to those who do the work, however. Providers make up the large group of workers who make it possible for millions of other workers to take and maintain their jobs. Many people who provide child care in their homes feel they

- offer a service to the community at large;
- have the option of being employed at home;
- enjoy the creativity of young children;
- create a safe, challenging environment for young children.

Definitions

Child care is a broad term used to describe many kinds of care provided for children by someone other than parents or relatives. Some kinds of child care are described below.*

*From a glossary of common terms in *Training for Child Care Project* (Atlanta: Southern Regional Education Board, 1977).

In-Home Day Care — care for children in their own homes by someone other than the parents for less than twenty-four hours a day.

Relative Care — any child care arrangement in which the child served is being cared for by a relative, whether money is paid for the care or not.

Family Day Care — care provided for children in the caregiver's home for less than twenty-four hours a day, for pay.

Group Day Care Home — care for several children in a family day care home with an assistant present.

Family Day Care System — a group of providers who are part of a larger umbrella organization. The larger organization may be an agency that provides referral of children. Training for the caregivers, and perhaps supervision and technical assistance to them, may be provided. An agency can work with family day care homes exclusively or can offer family day care along with day care centers and group day care homes.

Family Day Care Association — a group of providers who join together for action, gaining information, and sharing common concerns. There are many states, as well as many local communities and counties, that have state family day care associations.

Other kinds of child care include the following:

Day Care Center — care provided for larger groups of children in settings outside their

own homes or the caregivers' homes. Centers may be open up to twelve or even twenty-four hours per day to accommodate different parental and child needs.

Part-Day Center — preschool programs and enrichment programs, offering services from two to four hours for two or more days per week. While these programs do not meet the need for full day care, parents may use them as part of their day care arrangement.

Parent Cooperative — programs that may be full-day or part-day and that depend on having a pool of parents who have time to devote to sharing as much of the adult leadership as possible. They may hire a teacher and cooperatively share everything else about the running of the center.

After-School Center — programs that provide care for elementary school children between the time school is dismissed and approximately the time parents return home from work. They may be open all day during school holidays and the summer.

Regulations

Child care programs serve many different needs. They must meet certain rules and standards in the states where they are located. While there is great variety in exactly what requirements must be met, there are at least four forms of regulation--licensing, registration, certification, and approval.

1. *Licensing*—This is a preventive child welfare service that attempts to keep children from harm. It is usually seen as a *minimal* standard below which no one should be allowed to care for children. Licensing laws regulate the *place* where caregivers propose to keep the children in care. Licensing also regulates the *people, operations, structure,* and *materials* used in the program. State licensing laws vary. The standards for ages of children, the maximum group size, the child/staff ratios, and the space requirements differ from state to state.

   For the state of Wisconsin the law requires that "no person shall for compensation provide care and supervision for 4 or more children under the age of 7 for less than 24 hours a day unless he obtains a license to operate a day care center." This license is obtained from the State of Wisconsin, Department of Health and Social Services, Division of Community Services. Licensing laws are changed periodically.

   This law applies to *anyone* caring for four or more children (for pay) whether in homes or in centers. The responsibility for licensing child care rests usually with state welfare departments or state health departments and, in one case, the state Office of Economic Opportunity. Each state has its licensing laws published. These may be obtained by writing to the appropriate state agency. (See Appendix A at the back of this Study Guide for a list of state agencies responsible for licensing.)

2. *Registration*—Registration is found in some states where licensing is not required. It means placing one's name on a list of family day care providers in a given state or region. Caregivers in a registration system often give care to one to five children.

3. *Certification*—Federal law requires that persons who care for children receiving some forms of federal assistance must be *certified.* This is normally regulated by the county department of social services staff.

   The requirements for family day care as found in the Federal Interagency Day Care Requirements (FIDCR) are used. The certified providers are allowed to care for children other than public assistance children. However, they may take care of not more than six, depending on the ages

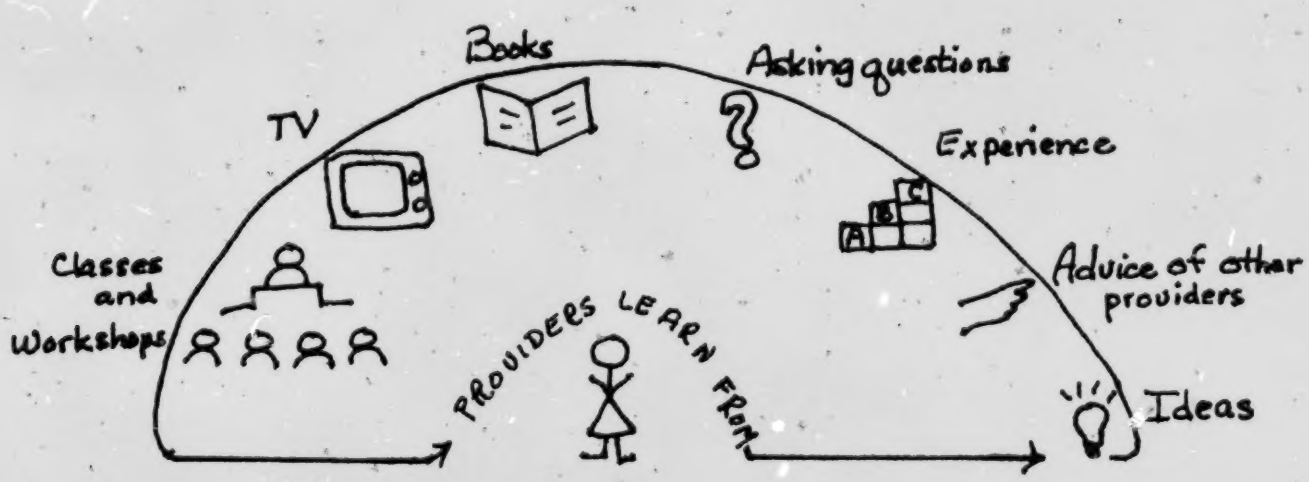
of the children. Counties set their own rates. The welfare client *may* pay more and subsidize the rest beyond what the department will pay. Certification requires that the provider be in good health, as shown by a negative chest X ray or tuberculosis test. Providers must also have had a training course or its equivalent.

4. *Approval*—Another form regulation takes in some states is the *approval* (sometimes also called *certification*) of a home. This may be done by a municipal governmental agency such as a city. An umbrella organization can also *approve* its family day care homes. This means the home has been inspected and found of good quality by the organization.

Training

It is debatable how much and what kind of training and preparation is needed to provide good child care. How much preparation *is* needed? Wouldn't we become like child development centers if we put too much emphasis on training? Do parents want family day care providers to be like early childhood education teachers? These are just a few of the questions often raised by providers.

Family day care providers learn from a variety of sources, as the picture below shows.



The *Family Day Care Handbook*, your text for this course, will provide you with much practical information about family day care. There are a few studies which give us a clear picture of the information needed for being a family day care provider. The course tries to include the important ideas found in those studies. Your own ideas will guide your study of the material found in this text related to family day care. Your own past experiences are helpful in deciding how prepared you are to give child care. Others taking this same course will read the same materials, but each will answer the questions a bit differently. Every family day care provider who works through this material is joining growing numbers of trained providers.

ASSIGNED READING

Family Day Care section (blue first page), pages 1-7. All assigned readings are in the *Family Day Care Handbook* (hereafter referred to as the *Handbook*.)

STUDY NOTES

Page 1: Note that family day care is considered an *occupation*. The job title given those who care for others' children can vary from community to community. Write here the title most people in your area use for child care providers:

_____

Page 3, paragraph 3: Much of the thrust of this *Handbook* is on the safety and well-being of children in a family day care setting. Children are entitled to settings which are *not hazardous* to their physical or emotional development. Parents have a great responsibility in choosing a family day care home that is both safe and enriching to the child.

Page 4, paragraph 3: A perfect match in selecting child care *can* happen. Having clear-cut guidelines from the provider and clear expectations from both parents and providers help make this match.

SELF-TEST QUESTIONS

Multiple-Choice (Circle the correct letter.)

1. When child care is provided in the home of the child it is called
   a. family day care.
   b. a day care center.
   c. in-home care.
   d. a nursery school.

2. When child care is provided in the home of the caregiver it is called
   a. family day care.
   b. a day care center.
   c. in-home care.
   d. a nursery school.

3. The importance of family day care can be seen when we recognize that there are about _____ children in places *other* than day care centers.
   a. 100,000
   b. 5,000,000
   c. 6,000,000
   d. 1,000,000

4. The family day care provider should be able to develop a _____ relationship with each child and each child's family.
   a. Private
   b. Lighthearted
   c. Positive
   d. Structured

5. A family day care provider should keep information the parents share about a particular child
   a. handy.
   b. confidential.
   c. regularly.
   d. for a year.

Short-Answer (Write a brief answer in the space that follows the question.)

1. Name five responsibilities parents have in dealing with a family day care provider.

   _____

   _____

   _____

2. Name five responsibilities providers have in dealing with children.

   _____

   _____

   _____

True-False (Mark T or F.)

_____ 1. Licensing of child care is usually done by the State Bar Examinations Board.

_____ 2. Certification of family day care providers is usually done by the county department of social services.

_____ 3. After-school centers provide care for high school children.

_____ 4. Certification requirements are found in the Federal Interagency Day Care Requirements (FIDCR).

_____ 5. The family day care provider should always stand tall around young children in order to set a good example for posture.

WRITTEN ASSIGNMENT

1. Name at least three methods family day care providers can use to let parents know about their services.
2. What are the basic differences between a day care center and a family day care home?
3. What are some steps family day care providers can take to get their homes ready for child care?
4. In the Family Day Care section of the *Handbook*, read page 2, "Basic Considerations Related to Operating a Family Day Care Home." Then answer the following questions:
   a. What three qualities does a person offering care need?
   b. What three questions does the caregiver's family need to ask?
   c. What does the physical facility (or place where day care is given) need to have?
   d. In what ways do the neighbors need to be considered?
5. Make a list of at least ten things you would like to know about a child before you begin taking care of him or her. Write a sentence or question for each thing, underlining the topic of concern in the sentence. For example, When does J. normally take a *nap*?

Unit II

CHILD GROWTH AND DEVELOPMENT

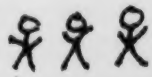
We have seen that child care is important for millions of American families. Parents choose the kind of child care they prefer or what can be found near them. Cost also helps them choose their kind of care. Parents usually expect the care to be as good as possible. They often select family day care for the following special reasons:

- There will be a small group of children.
- It can be found in nearby neighborhoods.
- It usually has a lower cost.
- Often it is the only choice for children under three.

In most cases, parent choices are of benefit to both children and families.

The difference between family day care providers and day care center teachers is that the former *usually work alone*. Even in a group day care home (care for seven to twelve children), an assistant must be present. It is usual in family day care, however, to find

ONE PROVIDER with SEVERAL CHILDREN.



Family day care providers take all of the responsibility themselves. They act as cook, educator, nurse, and parent all rolled into one person. Caring for several children alone presents a challenge. Caregivers will guide the growth and development of *each* child. They will provide safety and good nutrition all without the support services sometimes found in larger day care centers.

If you already do family day care you know that it is a job with little adult contact. Often providers go for whole days without talking to anyone

over age three! Family day care providers are in the position of guiding and observing children often without the support of another adult. They may have to

- handle a three-year-old's anger at a puzzle that "won't work";
- decide if the six-month-old infant should play with some large plastic beads;
- help the five-year-old with problem solving: Is it too cold outside to go without a sweater?
- repeat words carefully for a four-year-old who seems to have a hearing problem.

Some of the choices providers make every day are how and when to help a child, how much to help, when to just let it go, and what words to use when praising a child.

These choices show that child development is a part of the provider's job. James L. Hymes in his book, *The Child Under Six,* tells why it is important for adults to be concerned with child growth and development:

> Studying young children can also be an excellent way to understand all human behavior . . . Young children are not monsters or fiends or little devils who have taken human form. Children under six are people. They have the same feelings the rest of us have. Their brains are working, just as our brains work. Their life is lifted up or depressed, just as we all have our ups and downs. The general principles that govern their growing are the same general principles that govern all growing.
>
> Young children, however, offer us one very unique advantage as subjects for study: They hide nothing! They are not smart enough yet to put on disguises. Their behavior is all out in the open. If they have an idea, they say it . . . When they feel an emotion, they express it. Children under six give us human behavior on a silver platter, sometimes an overwhelming dose of it. (pages 7-8)

Do we have to be trained to observe "human behavior on a silver platter"? Don't all children go through just about the same stages? The answer to both questions is yes. However, we need to be *aware* of those stages of growth. We should *know when* to ask for help if a child does not develop as he or she should.

The readings in this unit are among the most important in this course. The information on child growth and development is closely related to health and safety, different nutritional needs, and selecting materials.

Many articles and books are published each year to help us know how children grow and develop. Many kinds of experts study children and write about them. What they write will be different. It may be confusing. We also have our *own* experiences which affect ways of thinking about children. What often results is a mixture of ideas. Some ideas may need to be changed when we observe children from outside our own families.

Why are family day care providers in a good position to aid in the growth and development of children? The director of a family day care association put it this way:

> A provider has the child most of his waking hours. In most cases, the child accepts that person as his surrogate mother. She not only watches him but should provide stimulation. She should be able to catch learning disabilities and health and emotional problems. By encouraging the providers, we should be able to help them become more qualified to do all that. (*Des Moines Sunday Register*, July 31, 1977)

Custodial or Developmental Care

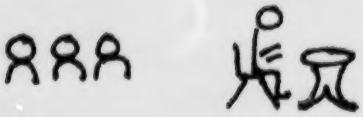
Family day care does not need to be custodial. In custodial care the development of the children is not considered. While sometimes actual harm does come to children in custodial care, more often the provider *and* the children just make it through the day. Let us look at some of the differences between custodial care and developmental care.

In custodial family day care the provider

watches favorite TV programs all day long;

does housework most of the rest of the day while the children "play";

spends long hours on the telephone with friends during the day;



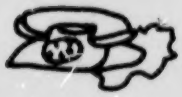
interacts as little as possible with the children;

gets through the day, but neither plans for, nor enjoys, the children.

In contrast, the family day care provider who is aware of child growth and development

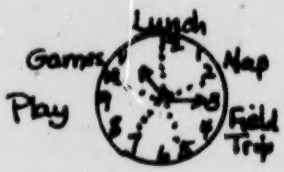
uses television only a little. The best in children's programs may be on when the children are present;

plans housework around times when children are napping or gone;



uses the telephone as a resource during the work day;

interacts frequently with the children;



plans the day flexibly, with periods for rest, play, eating, and learning.

Family day care providers must be

- *alert* to changes and shifts in moods among the children in their care;
- *acting* to help the growth of each child;
- *aware* of all their senses to observe each child.

These will help make the difference between custodial care and developmental care.

ASSIGNED READING

Child Growth and Development section (green), pages 1-36

STUDY NOTES

Page 1: Under "Adults Help a Child Grow," the authors describe how important caregivers are to children. They help a child become a person. This development into the kind of person the child will become is due to the *self-concept*. If it is positive, the child feels good about himself or herself and can act as a capable adult. If the child's self-concept is extremely negative, a great many problems may arise which may only be solved with some outside help.

Pages 1-2: In your text, underline the words used to describe various types of development: *cognitive, social* and *emotional, motor,* and *hygiene* and *self-help*. These different types of development are all happening at the same time within the child. One type of development may be easier to understand than another because it is so obviously going on. When a child is learning to walk the *motor development* is easy to spot.

Pages 6-24: These pages describe what might be termed *normal* growth for specific ages. They tell what to expect of a child, what kinds of activities help the child develop, and what kinds of equipment stimulate those activities. *Ages given are only a guide*. Especially when dealing with children other than our own, we need to be careful in our assessment of just where a child is developmentally. (And we should always be willing to be surprised!)

Page 25: The Southeastern Day Care Project in Atlanta, Georgia, served about seven hundred children in day care programs in seven states in the 1960's and

1970's. Most of the children were from low-income families. Over half were from families living in poverty. The development of the children in the Southeastern Day Care Project centers was shown by regular ratings on the forms found in your *Handbook*. The ratings were used to measure each child's progress toward meeting the project's objectives of "healthy and normal child development." Observing the child several times is a necessary part of using these forms. These rating scales can be just as easily used in a family day care home as in a day care center.

SELF-TEST QUESTIONS

Multiple-Choice (Circle the correct letter.)

1. A child's growth and development follows
   a. support.
   b. goals.
   c. patterns.
   d. choices.

2. Adults, by encouraging the child to do what he or she is ready to do, are helping to _____ this process of growth and development.
   a. service
   b. support
   c. provide
   d. discuss

3. Since adults seem to have certain _____ for children, it is important that providers know what expectations the parents have for their children.
   a. goals
   b. food
   c. behaviors
   d. groups

4. If possible, both the caregiver and the _____ should complete a rating of the child, and then compare their results.
   a. child
   b. teacher
   c. grandparents
   d. parents

5. The age-activity lists included on pages 5 through 24 are designed to help the provider arrange stimulating _____ for each child.
   a. goals
   b. experiences
   c. services
   d. patterns

True-False (Mark T or F.)

_____ 1. Developmental characteristics are defined as what one might expect a child of a certain age to do.

_____ 2. Age is only a guide when one is talking about developmental characteristics.

_____ 3. A child's growth may be described by an age group older or younger than the child's own.

_____ 4. Different equipment will help children develop in different ways.

_____ 5. One can depend on the age-activity lists to tell exactly where a child should be at age six months.

WRITTEN ASSIGNMENT

1. Using pages 5-24 of the Child Growth and Development section (green) of the *Handbook,* describe an age-appropriate toy for each of the following ages. The toy could be homemade or commercially purchased.
   a. Birth-3 months
   b. 18-24 months
   c. A social-emotional toy for a 2- to 3-year-old
   d. A self-help toy for a 2- to 3-year-old
   e. A cognitive toy for a 3- to 4-year-old
   f. A motor skill toy for a 5-year-old

2. If you use a rating scale like the one used in the Southeastern Day Care Rating Form, describe *who* should use it, *when* it should be used, and *what* should be attached to it.

3. What potential problems are there in using a rating form like the Southeastern Day Care Rating Form? What are your personal opinions about using such a form?

4. Mary is a chubby three-year-old with very poor coordination. She cannot walk down stairs very steadily or throw a ball. She has never been observed building a tower with blocks, but instead lines them up like a

train. She holds a pencil with a fist clenched and cannot draw a circle. Describe five activities, pieces of equipment, or materials that will enhance the growth and development of this child. Describe how you would introduce her to each activity, piece of equipment, or kind of material.

5. How should one often use a rating scale to rate a child of the following ages:
   a. Birth to 2 years old
   b. 2 to 3 years old
   c. 3 to 4 years old
   d. 4 to 6 years old

Unit III

HEALTH AND SAFETY

A child's health depends on his or her family. Each healthy child needs (a) good nutrition, (b) proper rest, and (c) to be kept from disease or injury. Families try to make healthy surroundings for young children.

Children in day care spend most of their waking hours outside their families. Day care providers know the child's health is then a shared responsibility.

The United States ranks seventh among all countries in infant death rate. As a nation we have almost completely stopped some childhood diseases. Others are still killing many children each year. There is still much to be done about the health of American children.

- *Common childhood diseases* are still the cause of many children's deaths.
- *Accidents* are the number one cause of children's deaths, killing about 16,000 children each year.
- *Child abuse* deaths cause the death of between 2000 to 6000 children each year.

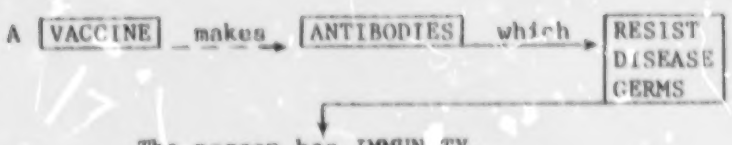
Immunizations

Immunizations can prevent common childhood disease. They can prevent more serious diseases, such as polio. Public health officials now say we are at a dangerous point in child health. Too many young children in the United States have not received their immunizations.

The family day care provider will care for children who may not have been around other children. Some common diseases are carried from one child to another rather easily. The following can be prevented if children are immunized: mumps, measles, smallpox, diptheria, and polio. The provider

should be sure children have begun their immunizations against these and other diseases.

The way immunizations work is like this:



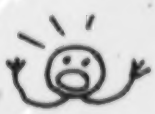
For stronger immunity the child may need several doses of the vaccine (booster shots). These are usually done on a set schedule. (See page 1 of the Health and Safety section (pink) of the *Handbook*.) The immunizations save lives.

What can be done in family day care? Family day care providers are often the first link between a child's family and the health care system. They can keep up-to-date health records on the children. They can encourage parents to see to it their children have immunizations on schedule. They can isolate children until their parents come if they show signs of disease. They can suggest when it is time to see a doctor.

Accidents

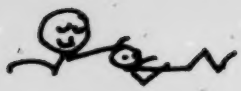
Most childhood accidents occur at home. Many accidents also happen in family day care homes. The provider will need to know how to handle *basic emergency care*.

Following are the basic emergency care steps to take for any illness or injury:

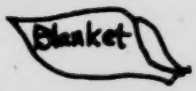


DON'T PANIC. You may be the only person available to help.

HAVE THE CHILD EITHER LIE OR SIT DOWN.

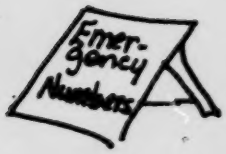


COMFORT THE CHILD. He or she may be afraid.



KEEP THE CHILD WARM but don't overdo it.

USE JUDGEMENT about letting the child see the injury. It may look worse than it is.



GET HELP. Calmly call the emergency telephone number you have listed by the phone. Find out what to do next.

The three situations below are life-and-death situations and require fast action:

1. Breathing has stopped.
2. There is severe bleeding.
3. A child has been poisoned.

These situations don't happen very often. When they happen, knowing *what to do* is crucial. Family day care providers should learn ahead of time what is the best plan of action. Read your *Handbook* carefully for emergency care advice.

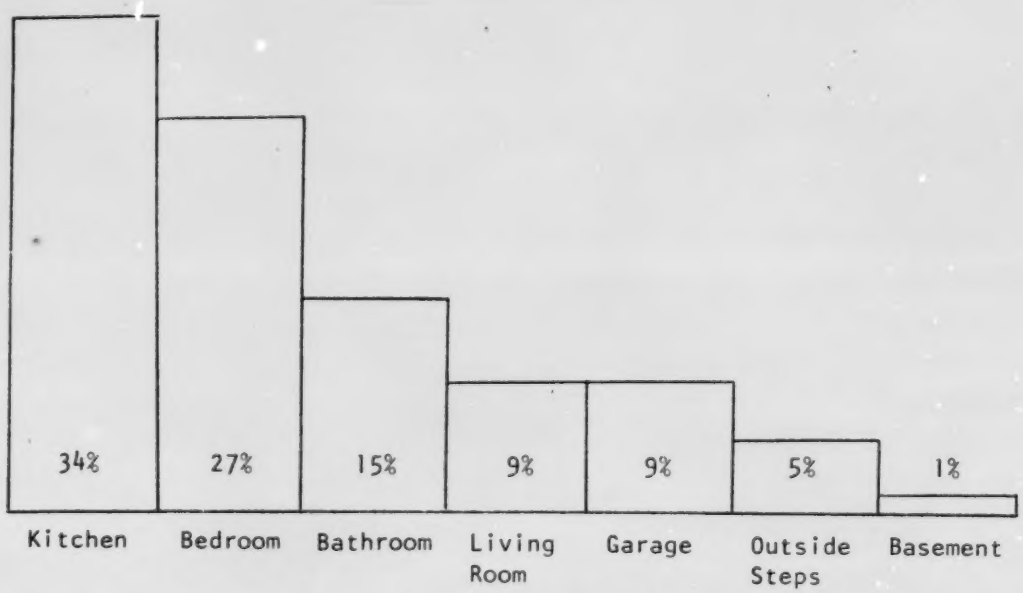
The basic first aid skills in your *Handbook* should be the recommended ones for several years to come. However, there is one thing to keep in mind. Emergency care advice and first aid ideas are changing. For example, about ten years ago the *arm lift method* was the one recommended to use when a person wasn't breathing. Today we know that *mouth-to-mouth* breathing is the best

method to use in such a situation. A refresher course can always be helpful for learning about the new ideas in emergency care and first aid.

Poison Prevention

One of the most common accidents to children is poisoning. Children are *curious*. Things that glitter and pretty colored pills and bottles arouse their natural curiosity. Depending on the age of the child and stage of development, certain household products will need to be put away. If a child is in the *crawling stage*, cleaning supplies should be kept some place other than below the kitchen sink. If the child is *walking*, bottles and boxes containing medicines and household products should be put away before you answer the telephone or doorbell. If the child is in a *climbing phase*, the medicine cabinet should be locked.

Each year there are between three million and six million poisonings in this country. Of these, 80 percent involve children under five years of age. Taste has little to do with what a young child will put in his or her mouth. Aspirin is the most common cause of accidental poisoning. It should be kept out of sight and out of reach, even if it has a safety cap. Poisonings happen all over a house, but there are more in the kitchen than anywhere else. The graph below shows where poisonings usually happen.



To protect the children in your care, poison-proof your home. Remember the following words:

STORE—Be sure that pesticides and similar products are stored in a safe place; store products in their original containers.

SEPARATE—Store medicines separately from other household products; keep cosmetics out of reach—many are poisonous.

LOCK—Locked cabinets deter the most determined children.

SET EXAMPLE—Turn on a light when taking or giving medicine; avoid taking medicine in the presence of children; call medicine "medicine," not "candy."

CLEAN—Get rid of old medicines once in a while; pour contents down a drain or toilet, and rinse the container before discarding.

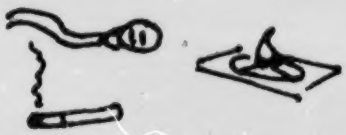
As part of the unit on organization and record keeping you will be asked to fill in important telephone numbers. This is a good time to look up the poison control center number for your area, and insert it in Appendix B at the end of this Study Guide. The poison control center is usually located in a hospital or medical facility. People there can provide you with immediate information on what to do in cases of suspected poisonings. There are hundreds of these centers in the United States. Of course, your physician or a nearby clinic can also tell you what to do.

Fire Safety

In most places, day care centers are inspected by fire marshals before they can be licensed. Family day care homes may not be inspected if they do not wish to be licensed or certified. It will be up to the provider to look for hazards which can cause a fire to start in the home.

In the next *hour* about 300 destructive fires will occur in this nation. At least 1 person will die, and 34 persons will be injured from those fires. In a *year,* fires will take the lives of 12,000 people. They will injure 300,000 people and will cost $11 billion.

The three most common causes of home fires are:



ELECTRICAL EQUIPMENT
HEATING and COOKING EQUIPMENT
SMOKING and MATCHES

Most home fires are caused by the following *human actions*:

ELECTRICAL EQUIPMENT

- overloading electrical circuits through the use of gang plugs (devices which permit you to plug in two or three appliances in one outlet)
- putting pennies in fuse boxes and/or using larger fuses than the fuse box is designed for
- leaving appliances with heating elements plugged in (irons, etc.)
- using extension cords with gang plugs; using wire gauge that is too small and/or damaged insulation

HEATING and COOKING EQUIPMENT

- failing to check and clean furnace and chimney regularly
- leaving food cooking on stoves unattended (grease, etc.)

SMOKING and MATCHES

- smoking in bed or on a sofa when drowsy
- using shallow ashtrays from which burning material can easily fall
- children playing with matches

If most home fires are *caused* by human action, then most home fires can also be *prevented* by human action. To prevent fires, the following basic ingredients for a fire have to be removed:

1. Combustible materials—something that will burn
2. A source of heat
3. Air

Home fires often happen at night. The many deaths and injuries that result may be because people do not know how to react in the night. Most family day care providers, however, do not care for children at night.

Knowing the following prevention ideas can help whether or not you are caring for children:

1. Install a smoke detector. It will alert you to smoke and gases long before your nose will.
2. Have a fire exit plan ready. Include the fastest and easiest exit. Include an alternate exit, if doors or stairways are blocked.
3. Call the fire department in case there is any smoke. They can check to see that a fire does not start up again.

Conclusion

The health and safety of children in family day care is a big responsibility. The liability insurance a provider carries cannot make up for an accident if it occurs. The best idea is *prevention*. Family day care providers have a special responsibility to see to it that their care is healthful and safe.

ASSIGNED READING

Health and Safety section (pink), pages 1-21

STUDY NOTES

Pages 3-8: The common childhood illnesses listed here by no means include all illnesses young people have. How often children get some of these illnesses has not been noted. (One study of children in day care found that the preschoolers had 8.4 serious respiratory infections per year.) How severe some illnesses are has not been stressed. (Cancer strikes one out of ten children, and is the number one killer after accidents.) The ability to diagnose serious illnesses is specialized. This must be left to qualified medical personnel. Family day care providers should not try to be doctors or nurses. They are to be *observers* of behavior. They can note sudden changes in children and respond to parents' questions about illness.

Pages 11-13: Poisonous plants can be more of a hazard than one might realize. Ornamental plants, some trees and shrubs, swamp and woodland plants, and ordinary field plants are all able to poison children.

Pages 19-21: Just as family day care providers should be observers of children, they must also look around carefully and observe conditions in their own day care settings. There are potential hazards to avoid. Suggestions for removing the hazards will undoubtedly bring to mind other home, yard, and outdoor equipment which ought to be removed or protected in some way. Above all, the providers' concerns for safety of the children in their care ought to result in teaching children of all ages the best steps to take in order to be safe.

SELF-TEST QUESTIONS

Short-Answer (Write a brief sentence or two.)

1. What types of immunizations should young children under twelve receive if they are to be healthy? Name at least five.
2. What should you do if a child in your care becomes ill during the day?
3. What is a standard antidote to make a child vomit if he or she has swallowed a poison?
4. Under what conditions should one *not* induce vomiting?
5. What are the three most common causes of home fires?

WRITTEN ASSIGNMENT

1. The parent and the provider each have a responsibility when a child becomes ill at the provider's house. What are some things that should be decided upon ahead of time?
2. List seven diseases that are easily transmitted among young children. Refer to pages 9 and 10 of the Health and Safety section (pink) if you need to.

3. Describe the symptoms and effects of eating the following houseplants:
   a. Hyacinth, Narcissus, Daffodil
   b. Oleander
   c. Poinsettia
   d. Dieffenbachia
   e. Castor Bean
   f. Mistletoe

4. List three of the most common safety concerns for each of the following ages:
   a. Under 1 year
   b. 1- and 2-year-olds
   c. 3-,4-, and 5-year-olds

5. Johnny, a three-year-old in your care, is found playing with matches he brought fr[illegible] home. He nearly sets his bedclothes on fire during nap time. Write a paragraph describing the following:
   a. What you could do to impress him of the real danger
   b. What you would do with the matches
   c. What you would tell his parents

   Obviously, there are no right or wrong answers in this kind of question. Keep in mind what the Study Guide and the *Handbook* have tried to stres about child development, curiosity, and growth, as well as safety.

DIRECTIONS FOR MIDCOURSE EXAMINATION

1. Students enrolled in this course are required to take this examination. The examination may not be taken until you have submitted all the written assignments up to this point. The examination should be taken promptly.

2. To obtain this examination, fill out the form on the following page and send it to Independent Study, University of Wisconsin–Extension.

3. This examination must be taken under the conditions explained in the Directions for Course Examinations, which will be found at the back of the Study Guide.

4. The examination and the paper upon which it is to be written will be sent to the examination proctor, not to the student.

REQUEST FOR MIDCOURSE EXAMINATION

Please do not fill out this form until you have read the Directions for Midcourse Examination on the preceding page.

Name of Student _____ Date _____

Street Address or Box Number _____

City _____ State _____ ZIP Code _____

Course in which examination is desired Curriculum and Instruction 481

Name of suggested proctor of the midcourse examination:

Name _____

Street Address or Box Number _____

City _____ State _____ ZIP Code _____

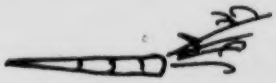
Title or Rank _____

NOTE: This form is to be detached and mailed directly to Independent Study, University of Wisconsin–Extension, 432 North Lake Street, Madison, Wisconsin 53706, so that it may receive prompt attention. *It is not to be included with an assignment.*

Unit IV

NUTRITION

Many adults and children have food habits which cause problems for themselves. There are overweight people. There are underfed people. In this country, thousands of children suffer from *malnutrition*. They do not get enough of the right kinds of food to help them grow. Some families are not able to eat right. Food experts have grouped foods necessary for right eating into the Basic Four (shown below). This grouping can help us remember what foods to eat.



VEGETABLE-FRUIT GROUP

MILK GROUP

MEAT GROUP

BREAD-CEREAL GROUP

Planning for good nutrition will include foods from all four groups each day. Even though family day care providers probably do not feed a child all of his or her daily food needs, the food served in day care should also follow the Basic Four. This is another way home and child care can help each other.

In family day care the provider and children can work together to make mealtime fun. They can do the following:

a. Choose the foods, look at ads, go to the store

b. Prepare the meal, scrub vegetables, mix foods

c. Talk about the size, shape, and color of different foods
d. Clean up after the meal; wash, dry, and put away dishes

The provider can help children develop good eating habits. Parents and providers may not always agree about what foods children should eat or want to eat. Providers will need to be very clear about their nutrition goals for the children. They will need to work *with* parents.

Foods chosen and prepared by the provider are likely to be different from that of the day care child's family. Families choose foods based on tastes, customs, habits, and income. *Custom* might say that a family eats

only vegetables,
a simple diet of corn and beans,
a traditional American diet, or
snails and insects.

Basically, all foods have important *nutrients*. These help the body change the food that is eaten into energy for life and growth.

Nutrients

Food is the fuel that makes the human machine work. Like an engine, the body uses energy. Energy is required for a person to breath, to walk, to stand, to move a muscle—even to think! People develop this energy from the foods they eat. The foods are changed in the body into energy. The amount of food required is different from person to person. It depends, in part, on the energy contained in the food to be eaten.

The chemical parts in the foods we eat help us know the quality of this food for making energy. As people eat food, the cells in the body take from that food the substances they need. At least forty-five chemical parts are believed to be needed by human cells. Each of these forty-five parts—called *nutrients*—must be present for an individual to have an adequate diet. All nutrients can be put into the following four groups: (a) carbohydrates; (b) fats; (c) proteins; and (d) minerals.

These essential nutrients provide different things to the body:

— Carbohydrates and fats provide *fuel* for heat and energy.

— Proteins provide for *growth* and *repair* of the body. (These nutrients are needed in large amounts.)

— Minerals (such as calcium) *make bones* and *teeth hard*. (These nutrients are needed in smaller amounts.)

A fifth group of essential nutrients, vitamins, are also present in foods in small amounts.

Changes

When we eat, the important nutrients contained in food are freed. Then the nutrients are absorbed into the body and changed into energy or fuel for body repair. Vitamins, minerals, and simple sugars can be absorbed in their original forms. The other nutrients must change before they can be absorbed.

Carbohydrates must be changed into	simple sugars
Proteins must be broken down into	amino acids
Fats must be changed into	fatty acids

In these digested forms, the nutrients are then small enough to pass through the cell walls. There the food finally carries out its work of building, maintaining, or giving power to the body cells.

Disease of Famine

Particularly in countries where not enough food is grown for the population, not everyone has enough to eat. Certain diseases occur when the body simply does not have the essential nutrients. *Malnutrition* attacks the very young at weaning time. Just when the infant is in most need of protein, the child may be weaned from its mother's milk. It may be fed a skimpy diet which does not include protein in any great amounts.

The result is an enlarged liver, which means the body does not have enough protein. The skin peels, the body swells, and the child may die. When children suffer from a severe lack of energy heat units (calories) then they waste away to skin and bones. They become unable to resist infections.

Malnutrition occurs when families do not have enough food, enough of the

right kinds of food, or the knowledge to feed their children foods with the essential nutrients.

A more common kind of nutritional disease in more wealthy countries is when families may have too much food and not enough of the right kinds of food.

Disease of Feast

Hunger has been common throughout history and is still common in many parts of the world today. But until this century, there was no country in the world in which everyone could be guaranteed enough to eat. Shortages of food still occur in underdeveloped countries. Many modern countries have a general standard of living that makes it possible for there to be plenty of nutritious food for almost everyone.

Because there is plenty of food in these countries, one danger has given way to another. Many people now damage their health by eating too much food or too much of certain favored foods. While not everything is known about being overweight (being obese), an intake of more calories than are burned up by a person's daily activities is one cause of being overweight. Sometimes children are encouraged to be fat because adults think they look healthy or cute. From what we now know, being overweight in childhood can cause lifelong obesity, something very difficult to change.

The following reasons account for so many people being overweight:

- certain eating patterns: People eat foods heavy in calories, such as spaghetti.
- family traditions: "Wasting food is sinful."
- psychological factors: People use food as a remedy to problems.
- social customs: People go to dinner parties and cocktail parties where much food is served.
- bodily disorders: People have thyroid ailments.
- family history: The family has a tendency to be overweight.

Family day care providers have a particular responsibility to make sure the children in their care are getting enough, but not too much, food. They want them to be healthy and not to fall victim to this modern disease—obesity.

Knowing all there is to know about food and nutrition can be a lifelong task for any homemaker. Family day care associations often provide caregivers with up-to-date information on child care nutrition. Some providers receive reimbursement for food costs and menu suggestions through the United States Department of Agriculture (USDA) child care food plan. (Providers must be part of a sponsoring group to do this.) Some family day care providers are finding this is both a way to stretch a budget and to assure parents their nutritional program is more than adequate for children in their care. Most providers rely on their own resources. The *Handbook* has many good menu ideas and nutrition suggestions. It also points out the special eating needs of infants and school-age children.

ASSIGNED READING

Nutrition section (yellow), pages 1-13

STUDY NOTES

Pages 1-3: The Basic Four food groups include vegetable-fruit, milk, meat, and bread-cereal. Other foods, such as fats, desserts, and sugars, contribute in important ways to a healthy diet. Family day care providers should choose recommended servings from each of the four food groups and encourage children they care for (and their own families) to eat what is the correct amount for each individual.

Pages 4-5: Meal planning is really an art. It involves engineering, economics, nutritional science, and organization. Snacks should not be overlooked in providing for the nutritional needs of children.

Page 13: The child plays an important role in nutrition. He or she will be choosing a life-style of eating habits which will be fairly well established by the teenage years. The child has a need to learn about, as well as to enjoy, food.

SELF-TEST QUESTIONS

True-False (Mark T or F.)

_____ 1. Vegetables such as asparagus, potatoes, and tomatoes are good sources of Vitamin A.

_____ 2. Children should eat what contributes to their nutritional needs.

_____ 3. Cheese and ice cream may replace part of the milk requirements in a person's diet.

_____ 4. Dry beans, lentils, nuts, and peanuts are good substitutes in the vegetable-fruit food group.

_____ 5. Fats should not be included in a child's diet.

_____ 6. Whole grain breads and cereals help furnish calcium.

_____ 7. Most foods contain more than one nutrient, but no single food contains all the nutrients in the amounts needed.

_____ 8. Nonfat dry milk is not as nutritious as whole milk and is more expensive.

_____ 9. The family day care provider must set aside personal family meal planning and not include that in the child care day.

_____ 10. Color and odor of the food can give a clue if it is contaminated and therefore dangerous to eat.

WRITTEN ASSIGNMENT

1. Make up a five-day meal plan of three meals per day (breakfast, lunch, snack) for children the ages of three to five. Include the Basic Four food groups. Make your plan similar to, but not the same as, the plan on page 5 of the Nutrition section of your *Handbook*. Put a check mark by those foods you include which are high in Vitamin C. Circle the green leafy vegetables you plan to use.

2. List eight snacks which are appropriate for school children, ages six to twelve. Put a check mark by those which are high in protein.

3. List five things you can do to save money when planning meals for children in family day care.

4. In order to grow, bacteria need four conditions. What are they? Indicate one preventive step you can take to stop the growth of bacteria for each condition.

5. Write one thing a family day care provider can do to help
   a. introduce new foods to a young child;
   b. children learn how to feed themselves;
   c. children learn about handling food carefully to avoid contamination;
   d. a baby feel secure when feeding;
   e. a four-year-old learn to pour milk.

Unit V

PUTTING IT ALL TOGETHER: CARING FOR A CHILD

By now you may be asking yourself some questions. The questions may be about the *how* and *why* of this work of day care. How did a concern for child care come about? What makes the care of young children such a special activity? Isn't it enough to just love children and perhaps have some other small children for them to play with in your home? Perhaps the answers to these questions will help put it all together for you.

For a long time educators and social workers have been concerned about child care. The main caregiver has usually been the mother, in her own home, with her own children. But that was only for some kinds of families.

Wealthy families often hired tutors and nursemaids to care for children even though mothers did not go outside the home to work. Other families had relatives living with them. These kinsfolk would relieve parents of some of the care of their children. About one hundred years ago, when 90 percent of the United States population lived on farms, the farmer's wife worked a ten-hour day in the winter. She worked thirteen-hour days in the summer. Neighbors and relatives were an important part of a child's life. They were a necessity when women labored such long hours.

Formal child care came in this country with the opening of the first kindergarten in 1855. It was for German-speaking children. An English-language kindergarten followed in 1860. This was a new idea for young children and was intended mostly for those from wealthy families. Thirty years later, some of the kindergartens had changed. They became more school-like settings for thousands of children of immigrant families new to America. The mothers did work outside the home in factories, in shops, and as household servants. The day nurseries set up by social workers helped provide both care and education for the immigrant children and their families.

During the early part of this century, hundreds of play groups and nursery schools began. Maria Montessori was a teacher who influenced the types of learning settings in many of these schools. By 1933 there were 1700 nursery schools. One of the federal projects during the Depression was to hire teachers and other staff for the nursery schools.

World War II gave the early childhood/child care movement a boost. Sixty percent of the women were employed, many of them in war-related work. Child care became a very big concern. The first company day care centers were opened. Employees could bring their young children for care and education to a center located at or near their work. Families were often separated at this time, with fathers off to war. The child care centers became, for some parents, like the close relatives and neighbors of former years. For the first time, the federal government spent large amounts of money to establish good day care centers.

For the next twenty years, parents with enough money to do so sent their children to part-day preschool programs. These were seen as a good way to prepare children for public school. There were fewer places for full-day care since not as many women were working as during the war. In the 1960's came an understanding that low-income children were not getting the head start they needed to prepare them for school. A federal program called Project Head Start was begun for them. It was not full-day care, but was an enrichment program to help poor children *and* families. Making gains in learning and developing a positive self-image were important goals in Head Start. While many of the programs for low-income families have faded away, Head Start is still an important influence in many communities. It continues through congressional funding every year.

Through all the years of this development of formal child care, family day care was seldom talked about. It was, however, the most common form of child care. It was the one easiest to find and pay for. Until recently it was not recognized as part of child care. Now family day care is seen as an important link in the services which should be offered to parents.

Parents may be able to choose from the following kinds of child care in their communities:

- nursery schools
- cooperatives
- Head Start
- family day care
- full-day care centers
- after-school day care
- Title I preschools

Their choice depends on what is available and what they and their children need. Cost also influences their choice.

Two major ideas have been present in the development of all forms of child care:

1. Young children respond to the people and things around them.
2. A concern for young children is an investment in the future.

Each of these two ideas has been important. We know that whatever setting the young child is in, he or she responds to it. If it is a loving, caring, rich environment, the child responds. If it is a place where the child's needs are not met, the child responds. The caregiver makes the difference.

The idea of young children being an investment has influenced the growth of programs for them. One part of this idea is that whatever is not learned early may not be learned at all.

Each of these ideas usually appears when people in a community discuss child care issues today. There is constant concern that we must provide the best for children. People concerned about child care often present the argument that good child care is preventive. In other words, providing quality care for families can prevent future social problems. Many feel that investment in child care *now* can be a saving to society *later*. These are not new ideas. Child care leaders have always used them to gain support for quality care.

Providing care for the children is the real, physical part of your job. It is to that task you must address yourself first of all. You will be trying to meet the needs of all the children in your care. But you also are part of the growing numbers of child care professionals who say that the kind of care provided for young children *matters*. This is not always an easy idea to sell in a community. Some people, in spite of the evidence, think that mothers either *ought* to stay home with their children or are staying home. They may think that more or better child care is not needed. As a family day care provider you have seen, or will see, many parents who want *good* day care for their children. At the same time you can work for better care in the whole community.

Family day care is largely self-regulated by the providers themselves. A great many providers must meet requirements of state or county authorities. However, it is left mostly to individual providers to prepare themselves and their home for the care of young children. Making the best use of the home as a place for child care *and* a home for the family is a challenge. Organizing time for household tasks and yet being able to meet the needs of a child in care is a monumental task. The assigned readings in the *Handbook* describe in detail how a provider can put it all together to care for children.

ASSIGNED READING

Putting It All Together: Caring for a Child section (gold), pages 1-34

STUDY NOTES

Pages 1-2: The use of a family home for child care presents some problems. Among these are providing *space, napping arrangements,* and *equipment* for table play and sitting. There also needs to be special consideration for organizing toys, as well as the child care provider's child's belongings. Perhaps the following illustrates what having child-size equipment can mean to children:

Page 8: Discipline is not merely another word for punishment. It means first of all teaching, or instructing. Punishment may be a part of discipline in training a child to follow rules or help develop self-control.

Pages 9-12: Some principles are considered here. They, along with the techniques and examples shown, constitute some of the most useful information providers of child care can learn. The difference between yelling at a child and being creatively distracting is often the difference between making it through the day and having a pleasant day.

Page 13: There should be six basic kinds of play available in a family day care home: dress up, building, art, music, physical activities, and quiet activities. Keep in mind that educational toys can mean almost any toys. They are not just those sold in stores as "educational."

Page 23: Books and stories are such important parts of a child's development that they cannot be taken for granted. Here are some ideas to help children grow with books:

1. Get a library card.
2. Take advantage of preschool story hours at the local library.
3. Develop a book exchange with other family day care providers.

A provider can offer a great deal to a child through the use of the public library system. This requires no cost and just a little effort.

Page 31: Making a schedule can help the provider find times to do activities which require a lot of adult supervision. It may be difficult to take a walk to look at different kinds of fences and, at the same time, prepare the finger paint for a later activity. Notice that the projects and activities listed in this schedule allow for the planning of *food, art, outdoor* and *special* activities.

SELF-TEST QUESTIONS

Multiple-Choice (Circle the correct letter.)

1. The caregiver's home is used for two purposes—a home for the family and
   a. a restaurant.
   b. a setting for child care service.
   c. a workshop.
   d. a setting for community workers.

2. Scheduling the housework and child care work so that each gets the right amount of attention means the provider must
   a. coordinate activities.
   b. get up an hour early.
   c. leave the children unsupervised.
   d. depend on outside help.

3. Discipline is another word for
   a. becoming a church member.
   b. arguing about things.
   c. punishment.
   d. teaching and instructing.

4. By arranging the space and equipment in certain ways, the provider is communicating
   a. expectations about what to do and not do.
   b. conflict.
   c. indecision.
   d. a lack of purpose.

5. The best plan for family day care field trips is to
   a. go someplace every Monday.
   b. be alert to neighborhood possibilities.
   c. avoid them.
   d. have the parents take the children.

WRITTEN ASSIGNMENT

1. Select any two of the following three activities involved in child care: nap time, meal time, or outdoor play. For the two you select, write several sentences describing the following:
   a. A statement of some basic principle or philosophy about the activity
   b. What the child will be gaining from the activity
   c. Several things to keep in mind about that activity
   d. At least three ways providers can help that activity be more productive for the child

2. The *Handbook* says there are two facets to discipline. What are they?

3. List five possible quiet activities which might change the pace or slow things down or are restful for a four-year-old.

4. What limits or expectations do you have about television for children in your care? For example, do you set limits ("You must turn it off aft[illegible]this half-hour program.")? Do you eliminate certain programs? Do [illegible]ake a habit of watching programs with children? Answer these ques[illegible]ns in one paragraph.

5. Do a planned observation of a young child under five years old. Do this observation when the child is not being directed by an adult. Observe the child's activities for fifteen minutes. Write a paragraph which describes the following:
   a. The child's age
   b. Sex of the child
   c. The main activity engaged in
   d. Other activities engaged in
   e. Specific actions such as moving about, running, talking, laughing, crawling, crying, climbing, or sitting quietly
   f. What you learned about this child from the observation

Unit VI

ORGANIZATION AND RECORD KEEPING

Another word for *organization* is *management*. The family day care provider is a manager, an organizer, and a director of a small business. Some family day care providers see their work as merely a sideline or a way to pick up a little extra money. The emphasis in this course on family day care has been to see the work as more than that. It is a profession in its own right, as honored as any other work where people give their best talents and energies. We hope by now many family day care providers will see their work in a different light. Some of the tools of the trade are found in the *Handbook*.

Organizational skills are learned. There has to be

A NEED to do some activity faster or better or more efficiently;
PLANNING to meet that need;
THINKING about how the plan went.

Some people are more inclined to organize their work, their time, their money, or their activities than others. But everyone, with a little help, can *learn* to organize.

Why Be Organized?

Why should family day care providers practice good management? The young children in care certainly don't think organization is something highly desirable. They want love, attention, good care, good food and other, more immediate, things. The parents of children in care may or may not appreciate the efficient management of a family day care provider. Some parents may not like to fill out forms or be responsible for signing medical releases. They may feel that too much structure is a bad thing. They will, however, appreciate the organization when it leads to better care.

Practicing good management in any job gives a worker satisfaction. Thinking about the tasks and planning for their accomplishment gives the caregiver a sense of being in charge. This is more satisfying than feeling harried about the job that lies ahead. An important first step in being organized is keeping good records.

Why Record Keeping?

There are at least four reasons why family day care providers should keep records:

1. To know what you are doing
2. To plan for the future
3. To communicate what it is you do
4. To provide you with legal protection

Keeping a record of *what you do* is particularly important in a job which has many demands. It is almost impossible to remember everything. By keeping some kind of record of your plan and how it was carried out, you can avoid having to rely on memory alone. This kind of accountability means the job is taken seriously. You show you care about what has been done. What kinds of records help you know what you are doing?

KNOW WHAT YOU ARE DOING

- Diaries: A shorthand version of what happened each day
- Anecdotes: Short stories about things the children did or said
- Menus: Meal plans for the week
- Daily Schedules: Outlines of what is planned

These records and other similar ones should be kept in a certain place. Old mailing envelopes, 9 x 12 inches, slit on two sides, make good folders for filing. They help you know what you are doing with your time and for the children. If you receive United States Department of Agriculture (USDA) food reimbursements you will need to keep other records, such as grocery slips.

Providing family day care is a legal at-home business according to recent tax reform laws. You will need to have all of your family and day care expense records in order for tax purposes. It is particularly important to have a record of income from family day care sources. The law allows you to claim

the expenses of using your home as a business deduction. See a tax consultant for further information.

Planning for the future is almost impossible without records of what is being done *now*. Since young children grow and develop at such a rapid rate, planning for their future needs must take this growth into account. Keeping good records in family day care helps in planning, which in turn can save time and energy.

What kinds of records can help in planning?

PLAN FOR THE FUTURE

- Past menus: Menus with notations of changes as they took place
- Past daily schedules: Schedules with notations of changes as they were made
- Rating scales: A chart noting changes in children as they occur (See Unit II, Child Growth and Development.)

Having records in order also helps the family day care provider *communicate* what the program is all about. Most parents are willing to fill out forms. They may welcome the ways in which a provider shows concern about the details of the job. What kinds of records help communicate to parents what the program is about?

COMMUNICATE WHAT YOU DO

- Daily schedule: A schedule posted on the wall
- Attendance records: Records detailing when each child is present
- Announcements: Information about events of interest to children

A centrally located bulletin board is a good idea. On it you can post notices, schedules, and first aid and emergency information. Parents can have one special place to look for what is being done in the family day care home.

The fourth reason for keeping records is to provide you with *legal protection*. One area of family living which has undergone great change is that of taking legal responsibility for injuries occurring in private homes. If proper precautions are not taken and if there is an accident on the property, the owner is liable for the injuries. The best protection is adequate insurance. A homeowner's policy which protects providers against injury to a

neighbor or friend who visits the property is not often adequate coverage for providing family day care. In some parts of the country it is possible to buy insurance especially for family day care. In other places, providers will have to discuss the matter carefully with their insurance agents. They will want to see if protection for children in care can be included in the regular household insurance. Be sure to find a policy that gives good protection without costing more than you can afford.

Below are listed other records that provide legal protection for the family day care provider.

LEGAL PROTECTION

- Medical release information: information allowing you to take the child for treatment. Some hospitals, however, will not treat a child even if you have parental permission, if you are not the parent.
- Accident records: written records of an accident and what happened
- Emergency information: telling where a child may be taken for emergency treatment
- Travel and activity authorization

It may seem unnecessary to have parents sign such forms ahead of the need. It is a type of protection which can be very valuable, however. The provider should think through the potential hazards and get signatures of parents in advance. As the child's caregiver, you can be held personally responsible for many different kinds of accidents or injuries. Good record keeping is an essential part of your job, a part which will make the work of family day care become more manageable and satisfying. The records become *resources* to the provider.

Who Are You?

Have you ever thought about who you are as a provider? What do you like? What do you dislike? What goals do you have? A *self-evaluation* can be a way of checking on your effectiveness as a provider. Self-evaluation requires thought and the ability to be honest with yourself. The following self-evaluation guide is meant only to suggest areas which you, as provider, may wish to cover. A self-evaluation can indicate changes which need to be made and can help providers improve their work.

A SELF-EVALUATION GUIDE

Use the following chart to fill in where you think you are. Look at your personal qualities and workskills, and examine your knowledge about young children. There are three levels of achievement to check—low, medium, and high. There is also a place where you can describe two areas in which you wish to improve.

Personal Qualities

I am	Low	Medium	High
friendly;	____	____	____
neat;	____	____	____
on time;	____	____	____
dependable;	____	____	____
even-tempered;	____	____	____
not afraid to admit failure;	____	____	____
able to set goals for myself.	____	____	____

Workskills

I know how to			
plan a daily schedule;	____	____	____
schedule housework and time for the children;	____	____	____
talk with parents about their children;	____	____	____
plan activities for all the ages of children in my care.	____	____	____

Two areas in which I would like to work for improvement are:

1. _____

2. _____

Knowledge About Young Children

I feel I can	Low	Medium	High
learn about each child;	____	____	____
relate what I learn to ideas about child development;	____	____	____
select learning materials that are best for each child;	____	____	____
help each child develop;	____	____	____
learn what I don't know through study or class work.	____	____	____
I really like to			
be with young children;	____	____	____
talk with young children;	____	____	____
read to young children;	____	____	____
play with young children;	____	____	____
listen to young children;	____	____	____
protect young children;	____	____	____
eat with young children;	____	____	____
teach young children.	____	____	____

Two areas in which I would like to work for improvement are:

1. _____

2. _____

My most satisfying experience in working with children has been:

_____

_____

_____

My most difficult experience in working with children has been:

_____

_____

_____

Community Resources

Keeping good records and self-evaluation tools can be resources to help do a better job in family day care. The provider in any community has other resources as well. Following are some possible community helps:

1. Educational Resources: places children can visit to learn actively about the world around them
2. Health and Welfare Resources: people or agencies who help individuals or families
3. Individual Resources: knowledgeable people who can give help and advice
4. Organization Resources: groups to which the provider can belong

These all can be lumped together as *community resources*. Even in the smallest-sized town or rural area there are such resources. The larger the city, the more resources are available. However, it may be difficult to find the right resource you want when there are many from which to choose.

A community child care organization or a day care council or a library may have a list of community resources. Family day care providers can use the list and add to it. Sometimes the providers themselves will have to search for resources. Perhaps by pooling their knowledge, a group of providers can have a listing of community resources printed. One thing to keep in mind is that community resources come and go. Keeping an up-to-date list is not an easy task. Appendix B at the back of this Study Guide provides a place for you to jot down the telephone numbers of your community resources. Please fill in this form now.

1. *Educational Resources*

   Included here are nearby places where young children may be taken for an enrichment experience. A library can offer books for browsing or programs for preschoolers, such as story hours. Libraries often show films suitable for young children and may have a schedule of upcoming films which can be posted in the family day care home. Viewing community workers (fire fighters, police officers, sanitation workers) doing their jobs appeals to preschool children. Try to find out what trips the

children will take in kindergarten and avoid exactly the same tour if possible. For instance, if the public school kindergarteners go once a year for a tour of the fire department, perhaps you might take them to the fire station to purchase a bicycle license. This will give them another view of what goes on in a fire department.

Hospitals, television stations, telephone companies, bakeries, airports—all are interesting places to visit. They can provide educational experiences for children. When you telephone to check on the times and availability of tours, be sure to mention the numbers and ages of children you will be bringing. Consider the ages of children when planning any kind of educational trip. Museums, botanical gardens, or nature hikes may not be appropriate for children under the age of three. Much depends on how long you spend there and what the child's interests are. Listening to a symphony concert whose program is designed for children, going to a puppet show, touring a farm or dentist's office—all of these and more can be educational resources for children in family day care. Providers will want to explore educational resources that are easy to get to, free or inexpensive, and possible to do within the bounds of family day care.

2. *Health and Welfare Resources*

Throughout America's history, we have had many different policies regarding people who were poor or in need of help. Some of those policies made the persons in need of help feel dependent and caused them to give up. Other policies attempted to put people to work and thereby remove the need for help from society. We have a very complex social welfare system today. With the passing of a federal law called Title XX (Twenty) in 1975, people who are in need of social services can apply on the basis of their family income. Single parents on the Aid to Families with Dependent Children (AFDC) and mothers in the Work Incentive Program (WIN) are able to receive subsidies for child care expenses. So can families eligible for Title XX help. This depends on finding places where day care is provided. Both day care centers and family day care homes must meet extra certification standards in order for some clients to pay for their services with federal money.

In addition to financial assistance, many people need help in order to feed their families. The food stamp program helps families with stamps, which can be used like cash in grocery stores. The amount they receive depends on family income. Families may also find they need help for special people, such as handicapped children. There may also be special family needs, such as counseling for marital problems. The truth is that, at some time or another, families from every income level turn to some form of health or social services for assistance.

The family day care provider may be the first person outside of the child's family to be closely connected with that family. The provider may see a mother becoming employed because of a divorce or family crisis, or may observe a child showing a hearing or language problem. Parents may confide that they don't know where to turn for help. Family day care providers may be able to provide that needed information, *if* they are aware of community agencies or individuals that offer health and/or social services. Some key areas of resources include the following:

- Health: free clinics or dental or medical clinics; free medical care for low-income families (Title XIX (Nineteen)); psychological testing
- Counseling: family counseling; guidance clinics; mental health agencies
- Education: special programs for handicapped children and exceptional children; developmental evaluations; screening
- Homemaker and Nutrition: services to families that need help in family organization or meal planning; nutrition dial-in services

3. *Individual Resources*

Family day care providers have, for the most part, operated on their own with little assistance from outside resources. But generally as you develop and use community resources, key individuals turn up who are often more than willing to help in other situations. Keep a simple card file or list of individuals (and their phone numbers) who have been helpful to parents and children. This will be an invaluable part of your record keeping over a period of years.

4. *Organization Resources*

Many professional organizations for child care workers have been formed to help members with planning, learning new ideas, developing social action projects, and developing as day care teachers. Some of these are national, some are local, groups. Family day care has often been included. Only recently have special groups formed for the profession of family day care. Family day care associations have been rapidly expanding across the country.

The following is a listing of a few child care organizations. Some may have local chapters in your state. Also included are sources where you may obtain more information about local and state family day care associations.

Black Child Development Institute, Inc.
1028 Connecticut Ave., N.W., Suite 514
Washington, D.C. 20036

Child Welfare League of America, Inc.
67 Irving Place
New York, New York, 10003

Children's Defense Fund
1746 Cambridge St.
Cambridge, Massachusetts 02138

Day Care and Child Development Council of America, Inc.
1012 14th Street, N.W.
Washington, D.C. 20006

National Council of Organizations for Children and Youth
1910 K. Street, N.W.
Washington, D.C. 20006

Information about family day care associations can be obtained by writing to the following:

Robert Bookman
Day Care and Child Development Council of America, Inc.
1012 14th Street, N.W.
Washington, D.C. 20005

Nancy Travis, Director
Training for Child Care Project
Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

A Final Word

The need for society's support for child care, particularly family day care, has been emphasized in this Study Guide. Perhaps the most important place for society's support to begin is with providers themselves. Providers must indicate what they do is important. They must speak out when they can about issues affecting them and the children for whom they care. Family day care providers literally hold the country together as they care for the millions of young children whose mothers and fathers must and do work outside the home.

Stable, quality family day care homes are not always easy to locate in communities. As you have gone through this course, perhaps you have thought about ways to improve the availability of family day care in your community. Your thoughts and reflections are welcomed as you complete your last written assignment.

ASSIGNED READING

Organization and Record Keeping section (yellow), pages 1-8

STUDY NOTES

Page 1: Record keeping is a protection both for the caregiver and the children in care. Having a place to put things is very important in using records. You should be able to locate them when they are needed.

Page 4: Emergency telephone numbers are as crucial as any part of caregiving. One never knows when that number will be needed. Just the few minutes wasted in having to look up the fire or police or ambulance telephone number can perhaps mean the difference between life or death.

Page 5: The child information form shows the kinds of information that help a caregiver be more aware of each individual child's needs. Perhaps you can think of other pieces of information which would be helpful to include.

SELF-TEST QUESTIONS

Multiple-Choice (Circle the correct letter.)

1. A closely related term for organization in family day care is
   a. group.
   b. management.
   c. capability.
   d. attention.

2. One reason family day care providers should keep good records is to
   a. be well known.
   b. avoid paying taxes on income.
   c. have legal protection.
   d. be able to spend more money.

3. Diaries can provide caregivers with
   a. a short summary of what happened.
   b. a place to put things.
   c. a financial record.
   d. legal protection.

4. Self-evaluation requires that providers be
   a. in a day care system.
   b. effective.
   c. honest with themselves.
   d. active in a day care association.

5. Community resources are generally found
   a. in big cities.
   b. everywhere.
   c. in New York.
   d. in the yellow pages.

WRITTEN ASSIGNMENT

1. Name three kinds of financial and business records that should be kept by a family day care provider.

2. What are the parts to the emergency information form suggested in your *Handbook?*

3. Name four reasons why family day care providers should keep good records.

4. Name four kinds of community resources family day care providers can, and should, develop and use.

5. Write at least two paragraphs describing
   a. which major records should be kept;
   b. of what use these records would be; and
   c. how you would propose organizing the records so they are easily accessible.

6. Write a short summary of your feeling about the *need* for quality family day care. Tell about the *place* caregivers have in the lives of children they care for. Describe the *kind of philosophy* you would like to see operating (or is operating) in your family day care home. This is your opportunity to reflect on the process and work of being a family day care provider.

DEPARTMENTS OF STATE GOVERNMENT RESPONSIBLE FOR LICENSING DAY CARE FACILITIES*

	STATE LICENSES			VOLUNTARY LICENSES			CERTIFICATION ONLY			NO LICENSING LAW		
	Family Day Care Homes	Group Day Care Homes	Day Care Centers	Family Day Care Homes	Group Day Care Homes	Day Care Centers	Family Day Care Homes	Group Day Care Homes	Day Care Centers	Family Day Care Homes	Group Day Care Homes	Day Care Centers
ALABAMA	W		W									
ALASKA	W	W	W									
ARIZONA							W					
ARKANSAS	W	W	W									
CALIFORNIA	W		W									
COLORADO	W		W									
CONNECTICUT	W		H									
DELAWARE	W	W	W									
FLORIDA	W		W									
GEORGIA	W		W									
HAWAII	W		W									
IDAHO	W					W						
ILLINOIS	W		W									
INDIANA	W		W									
IOWA	W		W									
KANSAS	H		H									17
KENTUCKY	W		W									
LOUISIANA			W				W					
MAINE	W	W	W									
MARYLAND	W		H									
MASSACHUSETTS			H	W								
MICHIGAN	W		W									
MINNESOTA	W		W									
MISSISSIPPI				W		W						
MISSOURI	W	W	W									
MONTANA	W		W									
NEBRASKA	W		W									
NEVADA			W							X		
NEW HAMPSHIRE	W		W									
NEW JERSEY			E				W					
NEW MEXICO	H		H									
NEW YORK	W		W									
NORTH CAROLINA		W	W	W								
NORTH DAKOTA	W	W	W									
OHIO			W				W					
OKLAHOMA	W		W									
OREGON			W				W					
PENNSYLVANIA	W		W									
RHODE ISLAND	W		W									
SOUTH CAROLINA	W	W	W									
SOUTH DAKOTA	W		W									
TENNESSEE	W		W									
TEXAS	W		W									
UTAH	W		W									
VERMONT	O	O	O									
VIRGINIA	W		W									
WASHINGTON	W		W									
WEST VIRGINIA			W				W			X		
WISCONSIN			W									
WYOMING	W		W									

H = Health W = Welfare
E = Education O = Office of Economic Opportunity

*From *A Survey of State Day Care Licensing Requirements* (Washington, D.C.: Day Care Child Development Council of America, Inc.)

Appendix B

COMMUNITY RESOURCES

List the following telephone numbers for your community:

Police _____

Fire _____

Poison Control Center _____

Rescue Squad _____

Public Library _____

Welfare/Social Services Office _____

Mental Health Center _____

Health Department _____

Public Schools (for evaluation of preschool children) _____

Early childhood consultant (at state licensing, or similar agency) _____

KEY TO SELF-TEST QUESTIONS

Unit I Multiple-Choice

1. c (Text, p. 1)
2. a (Text, p. 1)
3. b (Study Guide, p. 4)
4. c (Text, p. 3)
5. b (Text, p. 6)

Short-Answer

1. (Text, p. 4)
2. (Text, p. 4)

True-False

1. F (Study Guide, p. 8)
2. T (Study Guide, p. 8)
3. F (Study Guide, p. 7)
4. T (Study Guide, p. 8)
5. F (Text, p. 6)

Unit II Multiple-Choice

1. c (Text, p. 2)
2. b (Text, p. 2)
3. a (Text, p. 3)
4. d (Text, p. 3)
5. b (Text, p. 4)

True-False

1. T (Text, p. 5)
2. T (Text, p. 5)
3. T (Text, p. 5)
4. T (Text, p. 5)
5. F (Text, p. 5)

Unit III Short-Answer

1. (Text, p. 1)
2. (Text, p. 3)
3. (Text, p. 17)
4. (Text, p. 17)
5. (Study Guide, p. 26)

Unit IV True-False

1. F (Text, p. 1)
2. T (Text, p. 1)
3. T (Text, p. 2)
4. F (Text, p. 2)
5. F (Text, p. 3)
6. F (Text, p. 3)
7. T (Text, p. 4)
8. F (Text, p. 7)
9. F (Text, p. 7)
10. T (Text, p. 9)

Unit V Multiple-Choice

1. b (Text, p. 1)
2. a (Text, p. 4)
3. d (Study Guide, p. 44)
4. a (Text, p. 9)
5. b (Text, p. 25)

Unit VI Multiple-Choice

1. b (Study Guide, p. 58)
2. c (Study Guide, p. 48)
3. a (Study Guide, p. 48)
4. c (Study Guide, p. 50)
5. b (Study Guide, p. 53)

UNIVERSITY OF WISCONSIN–EXTENSION
INDEPENDENT STUDY

DIRECTIONS FOR COURSE EXAMINATIONS

A final examination in an Independent Study course is always taken under the supervision of a proctor. Some courses include other examinations that also require supervision.

The responsibility for obtaining a proctor rests with the student. There is generally no charge for this service. Anyone in a position of educational authority (for example, a registrar, dean, counselor, principal, education officer) may serve as a proctor for examinations in high school and college credit courses. For examinations in continuing education courses, such persons as a clergyman, librarian, or work supervisor are also acceptable. In an exceptional circumstance when an educational official is unavailable, a student may take the examination for a credit course under the supervision of another responsible person, such as a clergyman, librarian, or supervisor, provided the request is approved by the Extension department.

Wisconsin residents may arrange to have their examinations proctored at any UW-Extension office (in Madison at the Independent Study office). Foreign students may request a local educational official to proctor examinations or request assistance from a U.S. Embassy.

All required assignments in a course must be satisfactorily completed before the final examination is taken. A request for examination should be made within 30 days after the return of the last corrected assignment or before the expiration date of the course, whichever is sooner.

The examination and the paper upon which it is to be written will be supplied by Extension to the proctor, and the student will be notified when it has been sent. He may then contact his proctor to make an appointment for the examination. Students living in Madison are notified when their examination is ready and may make an appointment to take it at the Independent Study Registration Office.

Students who wish to have a transcript or certificate of completion issued at the successful completion of their course should fill in the Request for Transcript or Request for Certificate at the back of this Study Guide. Transcripts are automatically sent to Wisconsin high schools for students seeking credit there, and these students need not request a transcript.

REQUEST FOR FINAL EXAMINATION

Name of Student _____ Date _____

Street Address or P.O. Box Number _____

City _____ State _____ ZIP Code _____

Course in which examination is desired Curriculum and Instruction 481

Purpose for which course was taken _____
(University credit, teacher certificate credit, high school credit, no credit)

Have you submitted all of the assignments? ☐ Yes ☐ No

Name of suggested proctor of final examination, as described in directions (be sure to make arrangements with the proctor before submitting this form):

Name _____

Street Address or P.O. Box Number _____

City _____ State _____ ZIP Code _____

Title or Rank _____

NOTE: This form is to be detached and mailed directly to Independent Study, University of Wisconsin–Extension, 432 North Lake Street, Madison, Wisconsin 53706, so that it may receive prompt attention. It is *not* to be included with an assignment.

To be detached and mailed to Independent Study,
University of Wisconsin–Extension
432 North Lake Street, Madison, Wisconsin 53706

REQUEST FOR TRANSCRIPT[1]

Your transcript will indicate college credits, high school credits, or Continuing Education Units (CEU) that you have earned through satisfactory completion of a University of Wisconsin–Extension Independent Study course.

College credits earned will be transferred either to the Office of Admissions or the Records Office of the University of Wisconsin or to other educational institutions upon completion of the following form. Transcripts are automatically sent to Wisconsin high schools when diploma credit is sought there. Students earning such credit *need not* fill in this form.

Name _____ Date _____

Address _____ ZIP Code _____

Course for which transcript is desired Curriculum and Instruction 481

Dates of enrollment and completion of course _____

Transcript to be sent to _____

Address _____

($2.00 will be charged for each transcript requested.)

[1] In order to have credits earned during a summer or vacation period transferred to the Office of Admissions or the Records Office of the University of Wisconsin in time for registration, the student must complete his work, including the examination, at least two weeks preceding the opening of a semester. In making out semester programs, students whose credits have not been transferred may ask their advisors to telephone the Extension Records Office to verify course completions.

REQUEST FOR CERTIFICATE OF COMPLETION

Certificates of completion are issued upon request for successfully completed courses. A course is considered successfully completed when the student has satisfactorily fulfilled all requirements for the course. Persons desiring such a certificate should complete and return the following form:

Name _____ Date _____

Address _____ ZIP Code _____

Course for which certificate is desired Curriculum and Instruction 481

Dates of enrollment and completion of course _____

Certificate to be sent to _____

Address _____

($1.00 will be charged for each *additional* certificate.)

F 3198

UNIVERSITY OF WISCONSIN–EXTENSION

Application for Enrollment in Independent Study

Please complete one application for each course.

PLEASE PRINT INFORMATION

Mr.
Mrs.
Miss _____
Ms. last name first name middle initial

Mail Address: _____ street city state zip code county

Permanent Address: _____ street city state zip code county

Social Security No. _____ Daytime Phone ( ) -

( ) Check if you wish to purchase TEXTS from Independent Study. Cost of texts not included in course fee. Consult Bulletin for prices.

( ) Check if you want course materials sent AIR MAIL. Student will be billed for this service.

FOREIGN STUDENTS: Check whether you want us to ship course materials by AIR MAIL and bill you ( ) or by SURFACE MAIL ( ). Air mail charges for return of corrected assignments should be included in your remittance. Consult Bulletin for rates.

Do not write here

Reg. No. _____
Date _____
Course Fee _____
Texts and Materials _____
_____
Service Charge _____
Partial Payment Fee _____
A.M. Lessons _____
A.M. Materials _____
Total _____
_____
Amount Received _____
Bal. Due _____
(Student) (Univ. Ext.)
Instr. Approval & Date _____

COURSE: _____
department (e.g. English) course number course title number of credits

PREREQUISITES: Have you completed the prerequisites listed in the course description? Please note below. Students applying for courses in mathematics should list all previous training in high school and college mathematics.

name of course	grade rec'd	no. of semesters in high school	no. of semesters in college	other

(Circle last year of school completed)

HIGH SCHOOL	7	8	9	10	11	12	year of birth
COLLEGE	1	2	3	4	5	6	occupation

Circle the statement which most accurately describes your reason for engaging in Independent Study at this time.

(0) Professional or vocational advancement (Noncredit)
(1) Teacher's Certificate
(2) University of Wisconsin–Extension Certificate
(3) High School credit (COMPLETE REVERSE SIDE.)
(4) College entrance requirement
(5) University of Wisconsin credit (only for students who have been admitted to a UW campus). SEE REVERSE SIDE.
(6) Deferred Univ. of Wisconsin credit (Credit to be granted after student has been accepted for admission to residence work by the Office of Admissions.)
(7) Credit at another college _____ (name and location)
(8) Other _____

Have you previously enrolled in a University of Wisconsin correspondence course? ( ) Yes ( ) No

LAST SCHOOLS ATTENDED

name	location	from	to	diploma or degree
		19	19	
		19	19	

Please see information on reverse side.

_____ date _____ signature

ATTACH YOUR CHECK OR MONEY ORDER (BE SURE TO ADD $2.00 SERVICE CHARGE) AND MAIL TO: University of Wisconsin–Extension, 227 Extension Building, 432 North Lake Street, Madison, Wisconsin 53706. (Make checks payable to University of Wisconsin–Extension.)

FOR HIGH SCHOOL ENROLLEES ONLY

Name and address of High School in which credit is to be earned.

_____

Special remarks by guidance counselor or principal:

Approved for billing by Board of Education

School _____

Signature _____
Prin., Supt., or Dir.

Approved for credit _____

_____
High School Principal

Date _____

Mail to

UNIVERSITY OF WISCONSIN–EXTENSION
227 Extension Building
432 North Lake Street
Madison, Wisconsin 53706

UNIVERSITY OF WISCONSIN STUDENTS

Past and present students of the University of Wisconsin are responsible for adhering to any regulations their campus may have regarding Independent Study. Students currently in residence are usually required to obtain the permission of their Dean to enroll in an Independent Study course. Students not currently enrolled are usually required to obtain such permission if they are seniors, have been dropped from the University, or have failed the course in residence.

REGULATIONS

In signing this application, the student agrees to abide by the rules and regulations of Independent Study, University of Wisconsin–Extension, as set down in the current bulletin.

NOTE: Providing your Social Security Number is voluntary. By providing it, however, you help insure the completeness and accuracy of your transcripts. Your number will be used *only* to identify and maintain your record of course or program completion.

WHEN YOU HAVE FINISHED THIS COURSE . . .

. . . THERE ARE OVER 400 MORE!

There are high school or college-level courses which may be taken for credit toward a diploma or a degree—languages, math, history, or English, for instance—a great variety of academic subjects.

There are noncredit courses for adults interested in further study and self-improvement in their chosen professional or vocational fields—office management, real estate law, mechanical drawing, library administration—you name it, we may have it.

Or, if you're just one of those who wants to stretch mentally, who learns for the joy of learning, you can pick any course that appeals to you and take it just because you've always wanted to—biblical archaeology, poetry, creative writing, philosophy—the Independent Study Bulletin is packed with educational adventures.

Consult the Bulletin for ideas on what to study next. For advice or help in making your choice, write the Adviser to Students, 209 Extension Building, 432 North Lake Street, Madison, Wisconsin 53706. When you have made a selection, use the application form provided here, or write for additional forms.